

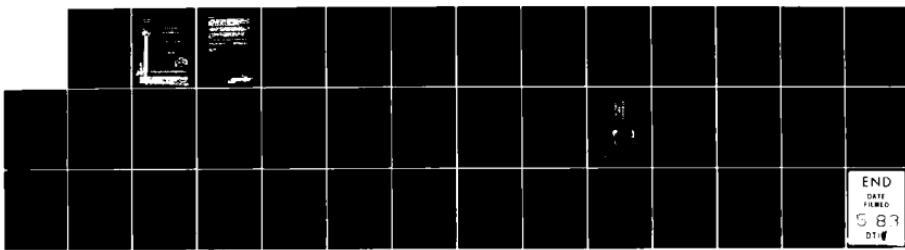
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(U) LEADERSHIP AND MANAGEMENT DEVELOPMENT CENTER
MAXWELL AFB AL J S AUSTIN MAR 83 LMDC-TN-83-1

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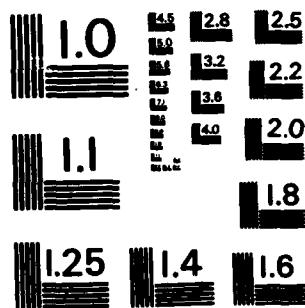
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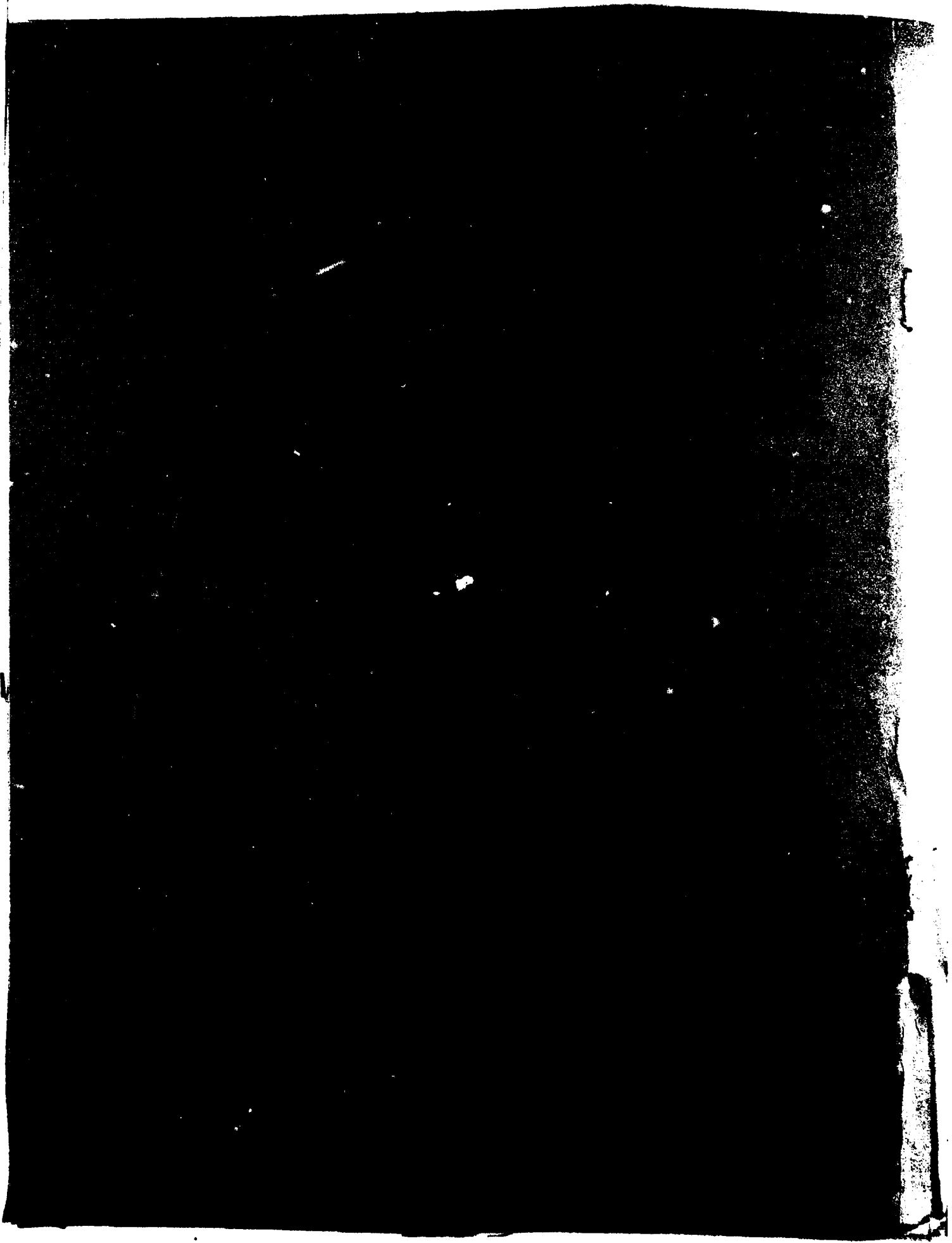


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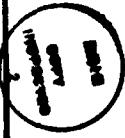
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ITEM 20. CONTINUED.

Intention has not significantly improved for critical skill personnel. During this same time period, non-critical personnel have significantly improved their career intentions. Numerous other variables were investigated. Although not conclusive, limited support has been generated for the current use of the two-tier system.

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A View of the Impact of the Two-Tier Promotion System

The United States Air Force, as other military branches, is charged with acquiring, training, maintaining and retaining a personnel force capable of carrying out its mission in national defense. It is in the retention of a balanced force that a variety of personnel programs are employed. These programs often involve a form of monetary incentive and are sometimes linked with reenlistment or commitments of service for four year periods. These "reenlistment bonuses" range in amount based on formulas related to projected short falls that would occur in the absence of incentive. Other programs include proficiency pay awards and offers of cross training from easy to fill career fields to those fields that are more difficult to balance. These chronic shortage career fields are referred to as critical shortages.

Recently, the Air Force Military Personnel Center (AFMPC), under direction from the Chief of Staff of the Air Force, instituted another program designed to retain enlisted personnel in specified skill shortages. Certain shortages have persisted since 1971 and have begun to have a significant impact on mission capability. This problem is somewhat compounded during the current Air Force strength build-up. This new temporary program is referred to as the two tier promotion system (AFMPC/MPCA Ltr, 9 Oct 1981).

The two tier system was devised to give those within the designated critical shortage skill areas a better opportunity during normal promotion cycles. The differential was set at 5 percentage points. As an example, a basic promotional opportunity rate of 25% would be increased to 30% for critical shortage skills. This opportunity for higher selection was set for a minimum of three years beginning with promotion cycles in January, 1982. The program includes promotions to the grades of staff, technical and master sergeant.

The purpose of this paper is to investigate the impact of the two tier promotion on both the critical shortage skill personnel and those in non-critical skill areas. It is hypothesized that those in critical skill areas should have more positive career intents, more positive perceptions of promotion opportunity, and perhaps, overall higher job satisfaction. It is also a concern that those in non-critical skill areas might have lower perceptions of career intent, promotion opportunity and job satisfaction resulting from a belief that they are being treated unfairly.

Method

Subjects. Data were obtained from personnel surveyed by the Leadership and Management Development Center (LMDC) during the routine consulting process from May 1979 thru Dec 1982. The respondents are partitioned by year groupings designed to determine changes in responses over time. The 1979 data are provided primarily as a baseline. These enlisted personnel were further partitioned into two groups corresponding to the critical shortage skill areas as defined by AFMPC (Appendix A). All other speciality codes were treated as non-critical shortage skills. Only those personnel in the grades E3 through E7 were considered. Final numbers of personnel responding to the LMDC survey are presented in Table 1.

TABLE 1

USAF Personnel in Critical and Non-Critical Shortage Skill Areas since 1979

	<u>1979</u>	<u>1980-81</u>	<u>1982</u>
Non-Critical	11,009	31,485	8579
Critical	3,498	8,630	4938

Procedure. Existing data collected during the LMDC survey guided organizational development process were used for this study. The data base and its properties are described in detail elsewhere (Hendrix & Halverson, 1979a, Hightower and Short, 1982a,b,c; Short and Hamilton, 1981; Short and Wilkerson, 1981; Webster, 1982).

A description of the specific items and working scales or factors (combinations of items in logical or statistical groupings) is provided in Appendix B. The instrument is the Organizational Assessment Package (OAP). Data reported include all cases within the partitioned groups since the data base was created in May 1979. The 109 item survey was designed to aid LMDC in providing management consulting services to Air Force commanders upon request, and to conduct research in the general area of leadership and management (Hendrix and Halversen, 1979b). Administration of the survey is the first step in the consultation process. The survey is given to a stratified random sample of the organization to which LMDC is invited.

The data from each consulting effort are stored in an increasing data base for research purposes. These data are aggregated by work group codes which were developed for the instrument and data feedback. The data may be recalled by personnel category, age, sex, AFSC, pay grade, time in service and educational level. All data are reported on a standard 1-7 likert scale.

A oneway analysis of variance followed up by a student-Newman Keuls multiple range test was used to analyze differences among groupings. The 1979 data set have been retired to a history file and were analyzed by means of a T-test. They are reported here primarily to show potential trends.

RESULTS

The first set of analyses involved testing for differences among critical and non-critical shortage skill groups in the year grouping 1980-81 and 1982. Primary areas selected (dependent variables) included career intent, advancement and job satisfaction. Significant differences were found in career intent ($F=40.98$, $df=3$, 53629; $p \leq .01$) advancement opportunity ($F=33.94$, $df = 3$, 56676, $p \leq .01$). The follow-up test depicts the results in Table 2.

TABLE 2

Multiple Range Follow-up Test - Career Intent

Critical 80-81	4.32	
Critical 82	4.36	
Non-Critical 80-81	4.37	
Non-Critical 82	4.55	

Multiple Range Follow-up Test - Advancement Opportunity

Critical 80-81	4.27	
Non-Critical 80-81	4.31	
Critical 82	4.34	
Non-Critical 82	4.38	

Multiple Range Follow-up Test - Job Satisfaction

Critical 80-81	4.74	
Critical 82	4.76	
Non-Critical 80-81	4.79	
Non-Critical 82	4.93	

Of the three hypothesized areas, critical shortage skills were significantly more positive in only their perception of advancement since the onset of the program in January 1982. Secondly, those personnel in non-critical areas showed no significant decline during this time period, and in fact, they were significantly more positive during 1982.

Figures 1-3 portray the data with the inclusion of 1979. It should be noted that the critical shortage skill areas were significantly less positive than non-critical areas in career intent ($t = 8.35$, $df = 14,505$, $p \leq .01$) advancement opportunity ($t = 5.36$, $df = 6203$, $p \leq .01$), and job satisfaction ($t = 8.37$, $df = 5489$, $p \leq .01$) in 1979.

Other dimensions exist within the OAP. The additional figures (Figures 4 - 11) depict data across all three time periods for other factors or scales that are important management indicators. Data are reported here for information and other correlations or ties that may be important underlying outcomes of the two tier system.

CRITICAL X—X

NON-CRITICAL O----O

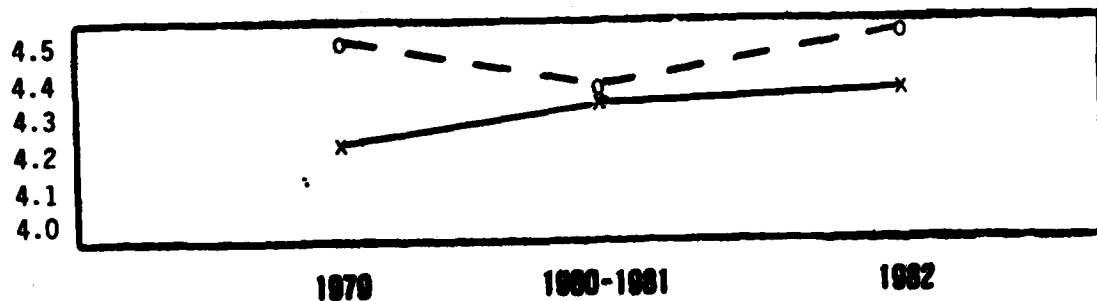


FIGURE 1. CAREER INTENT OF CRITICAL AND NON-CRITICAL AFSC'S OVER TIME.

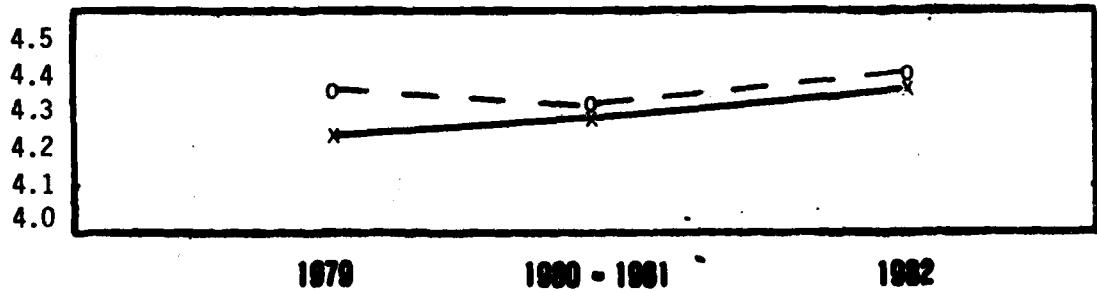


FIGURE 2. PERCEPTION OF PROMOTION OPPORTUNITY OF CRITICAL AND NON-CRITICAL AFSC'S OVER TIME (CLUSTER OF ITEMS).

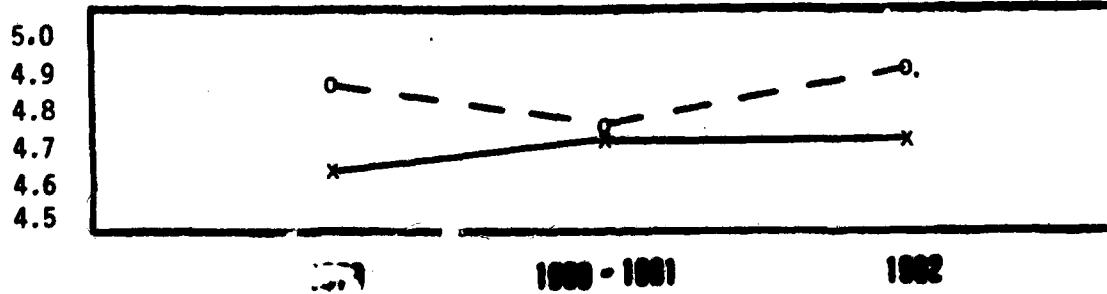


FIGURE 3. JOB SATISFACTION OF CRITICAL AND NON-CRITICAL AFSC'S OVER TIME

CRITICAL X—X

NON-CRITICAL O-----O

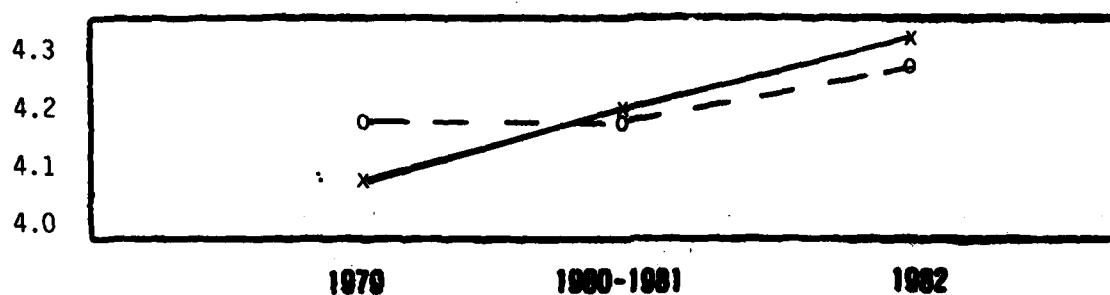


FIGURE 4. PERCEPTION OF OPPORTUNITY TO PROGRESS OF CRITICAL AND NON-CRITICAL AFSC'S OVER TIME (SINGLE ITEM)

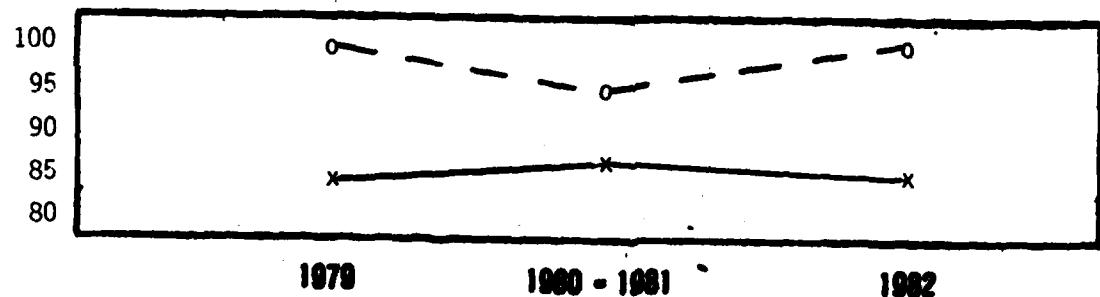


FIGURE 5. JOB MOTIVATION INDEX OF CRITICAL AND NON-CRITICAL AFSC'S OVER TIME

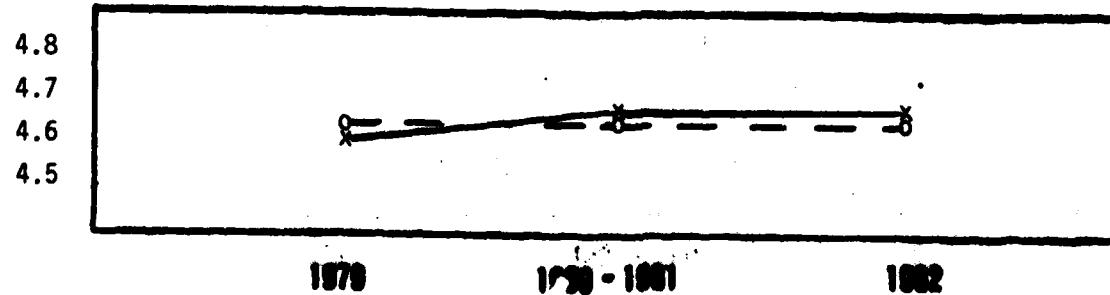


FIGURE 6. CLARITY AND SPECIFICITY OF JOB GOALS OF CRITICAL AND NON-CRITICAL AFSC'S OVER TIME

CRITICAL X—X

NON-CRITICAL O----O

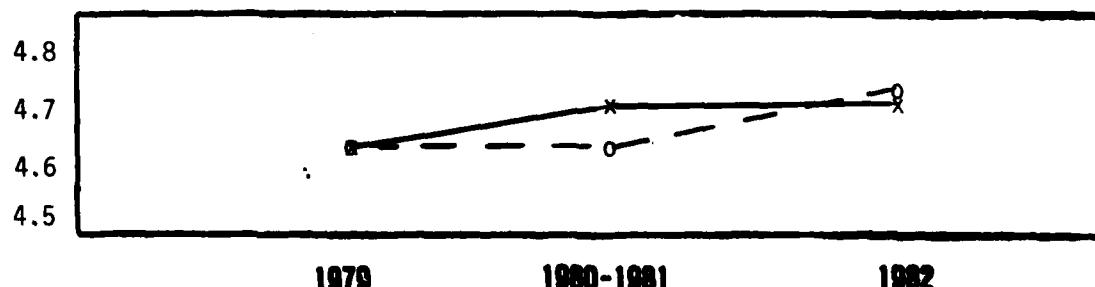


FIGURE 7. PRIDE OF CRITICAL AND NON-CRITICAL AFSC'S OVER TIME.

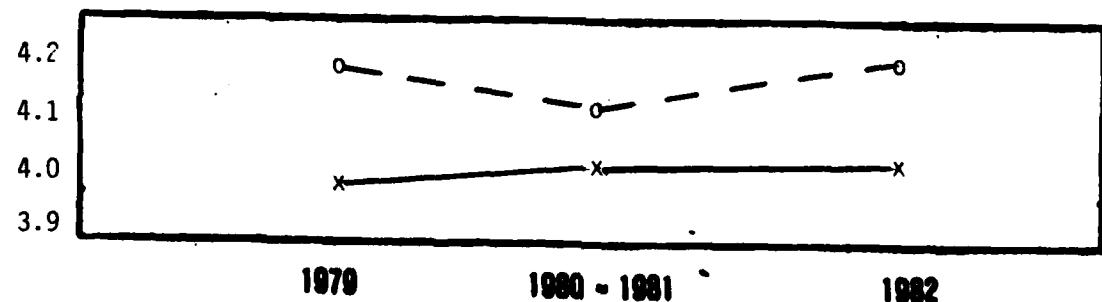


FIGURE 8. AMOUNT AND APPROPRIATENESS OF RECOGNITION RECEIVED OF CRITICAL AND NON-CRITICAL AFSC'S OVER TIME.

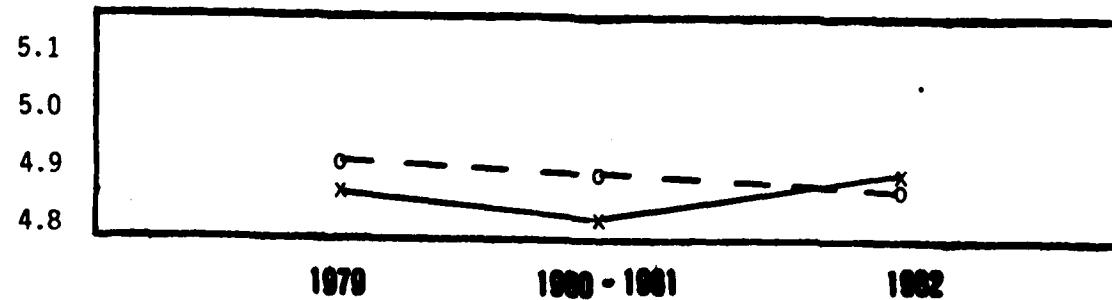


FIGURE 9. OVERALL MANAGEMENT AND SUPERVISION OF CRITICAL AND NON-CRITICAL AFSC'S OVER TIME.

CRITICAL X—X

NON-CRITICAL 0-----0

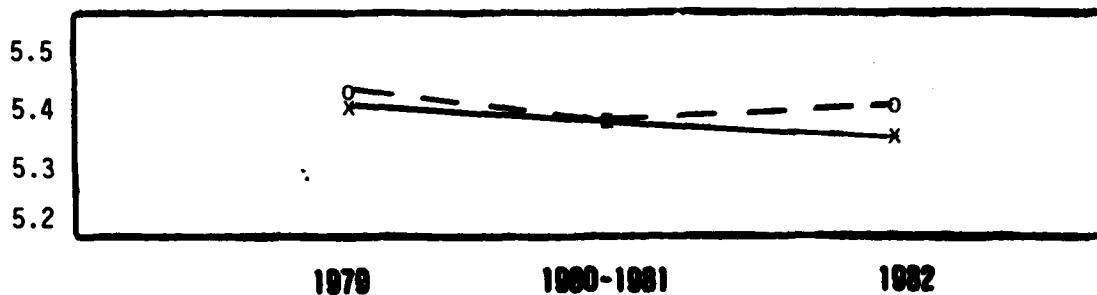


FIGURE 10. WORK GROUP EFFECTIVENESS (PERCEIVED PRODUCTIVITY)
OF CRITICAL AND NON-CRITICAL AFSC'S OVER TIME.

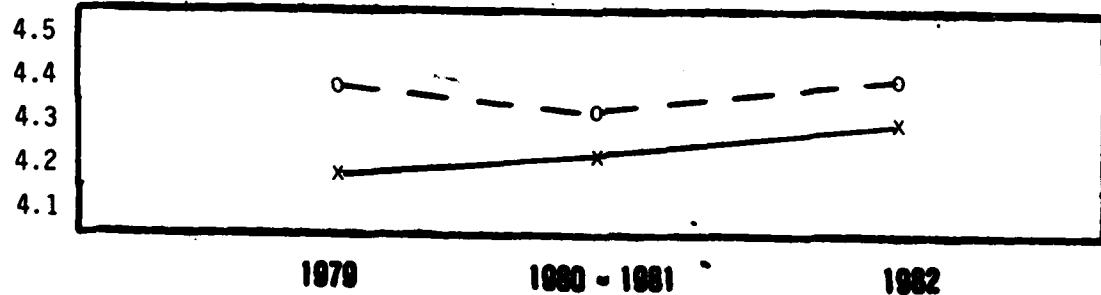


FIGURE 11. GENERAL ORGANIZATIONAL CLIMATE OF CRITICAL
AND NON-CRITICAL AFSC'S OVER TIME.

DISCUSSION

It is important for the Air Force to continually evaluate the impact of its various personnel programs to insure that intended results are derived and that costs and harmful side effects are reasonable. The study is not intended to be a definitive analysis of that requirement regarding the two tier promotion system. It is intended to provide some additional insights from existing data.

The evidence depicted in Table 2 and Figures 1-3 should be interpreted as yielding mixed results. Personnel in critical shortage areas do realize that they are receiving better advancement opportunities over the previous periods. However, career intentions and overall job satisfaction have not improved in 1982 when compared to the previous 2 year time period. It is important to view the overall trends depicted in Figures 1-3. In each case, those within the critical shortage skill specialty codes become more positive, and the magnitude of difference between critical and non-critical that existed in 1979 have lessened.

Contrary to the concern that those in non-critical areas might report more negative career intentions, opportunities for advancement, and job satisfaction, they actually reported more positive perceptions in 1982 over both the 1979 and 1980-81 time periods. While there is apparently no exceptional feeling of unfairness that prevades their reportings across these selected areas, a study of this nature is not conclusive. Certainly, two primary uncontrolled factors have bearing on the overall positive trend. Significant pay raises went into effect over this time period, while at the same time the private and non-military public sectors began to show the impact of economic problems. It is established that career intentions become

more positive in time of high unemployment (currently in excess of 10% nationally). Nevertheless, it is probable that the instrument would have "picked up" indications of any strong pervasive resentment to the policy.

It is interesting that the career intentions of those in critical shortage skills did not improve from the 1980-81 time period to the 1982 period. At least in this early stage, it appears that the pay raises of 1980-81 were more effective in changing these reports than the increased promotion opportunity. It is possible that the desired outcome of retaining more personnel in these shortage areas will follow at a latter date after the program has become more institutionalized. It is apparent, however, that these critical resources understand they have greater promotion opportunity than they once had.

A limitation of the career intent study is the validity of the item in predicting actual retention. It is certainly a more useful item in predicting job separation than in predicting the action of those maintaining they will stay in the Air Force (Alley & Gould, 1975; Shenk & Wilborn, 1975).

Most non-hypothesized areas (Figures 4 - 11) showed significant positive trends with the notable exception of perceived productivity (work group effectiveness). That downward trend across time (Figure 10) is likely caused by the shortages which may have a compounded detrimental impact over time.

It will be interesting to replicate this study at the end of 1983 to determine if there is differing impact.

More direct analysis can be obtained by follow-on analysis on actual retention rates before and after the program initiation. Those data will more readily convert into cost benefit analysis. These data are presented as an adjunct to reenlistment rates. While not designed to investigate the

impact of the two tier promotion system, the OAP data base was designed to enable researchers to investigate organizational dynamics. and hence, decisions and policies that impact these dynamics.

While not conclusive, limited support has been generated for the current use of the two tier promotion system.

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Appendix A

Critical Shortage Skill Areas

APPROVED CHRONIC CRITICAL SHORTAGE SKILLS LIST (Cont'd)

321X1E DEF FIRE CONTROL SYST
321X2Q WEAPON CONT SYST (F4E)
322X2A AVIONIC SENSOR RECON
322X2B AVIONIC SENSOR TAC
322X2C ELECTRO OPTICAL SENSORS
325X0 AUTO FLT CONT
325X1 AVIONIC INST SYST
326X0D AVIONIC AGE A7/C5
326X3X INT AVIONIC ELEC WARFARE
326X4X INT AVIONIC COMPUTER TEST
326X5X INT AVIONIC MANUAL TEST
326X6X INT AVIONIC ATTACK CONTROL
326X7X INT AVIONIC INSTRUMENTS
326X8X INT AVIONIC COMM NAV
328X0 AVIONIC COMM
328X2 ABN WARNING AND CONT RADAR
328X3 ELECTRONIC WARFARE SYST
362X3 MSL CONT COMM SYST
404X1 AEROSP PHOTO SYST
423X0 ACFT ELECTRICAL SYST
423X1 ACFT ENVIRONMENTAL SYST
423X2 AIRCREW EGRESS SYST
423X3 ACFT FUEL SYST

APPROVED "CHRONIC CRITICAL SHORTAGE SKILLS LIST (Cont'd)

120-1-CPA

- 423X4 ACFT PNEUDRAULIC SYST
- 423X5 AEROSPACE GND EQUIP
- 426X2 TURBO PROP MECH
- 427X1 CORROSION CONTR
- 427X5 AIRFRAME REPAIR
- 431X1 TAC AIRCRAFT MAINT
- 431X2 AIRLIFT/BOMB ACFT MAINT
- 443X0E MSL MAINT LGM-25
- 445X0F MSL FACILITIES LGM-25
- 445X0G MSL FACILITIES WS-133
- 445X1 MSL LIQ PROP SYST
- 461X0 MUNITION SYST MAINT
- 462X0 ACFT ARMAMENT SYST
- 463X0 NUCLEAR WEAPONS
- 464X0 EXPLOSIVE ORD DISP
- 472X1C MAT HANDLING EQUIP
- 511X1 PROGRAMMER
- 553X0 ENGINEERING ASST

Appendix B

OAP Factors and Variables

ORGANIZATIONAL

ASSESSMENT

PACKAGE



FACTORS AND VARIABLES

LEADERSHIP
AND
MANAGEMENT
DEVELOPMENT
CENTER

AIR UNIVERSITY
MAXWELL AFB, ALABAMA

GENERAL INFORMATION

The purpose of the Organizational Assessment Package (OAP) Users Guide is to provide the information necessary to understand and effectively use the OAP system. The material in this guide is intended to identify and define the OAP factors and variables. This guide is divided into sections that include:

SECTION 1: Definitions of OAP Factors

SECTION 2: OAP Demographic Items

SECTION 3: Work Itself

SECTION 4: Job Enrichment

SECTION 5: Work Group Process

SECTION 6: Work Group Output

SECTION 7: OAP Variables (Listed numerically and cross-referenced)

The OAP was developed for use by the Air Force Leadership and Management Development Center (LMDC), Ramstein AB, Germany. The objectives of the OAP are to:

1. Inform commanders, managers, supervisors, and functional staff agencies of the nature, magnitude, level, scope, and source of current and potential leadership and management strengths and problems.
2. Provide inputs to Air Force education and training programs, to increase instructional effectiveness, and to provide inputs for curriculum development.

3. Provide feedback for improving the effectiveness of the LMDC Management Consultation Teams.

4. Develop LMDC training programs for management consultants to expand their consulting capabilities in areas which would best serve needs of the Air Force and specific organizations.

5. Provide a wide, varied, and creditable data base for research in the fields of leadership and management as well as research into jobs and career fields.

6. Provide an Air Force-wide management information system for decision making.

The principle instrument of the OAP is a 109 question survey which is administered as a first step in a LMDC consultant visit to a base. In addition to the demographic items, the OAP survey contains attitudinal questions which are grouped to form 25 factors. The questions making up the factors are designed to solicit responses from individuals on a wide range of job related factors as well as factors relating to supervision, communications, and performance within the organization. The allowable responses to the survey questions range from one, indicating disagreement or dissatisfaction, to seven, indicating a high level of agreement or satisfaction.

The factors measured by the OAP are grouped into a systems model to assess three aspects of a work group: input, process, and output (adapted from McGrath's model).

Input. In LMDC's adaptation of the model, input is comprised of demographics, work itself, and job enrichment.

A. Demographics. Descriptive or background information about the respondents to the OAP survey (see section 2 for a list of demographic items).

B. Work Itself. The work itself has to do with the task properties (technologies) and environmental conditions of the job. It assesses the terms of characteristics members bring to the group or organization, and terms of differentiation and integration among position and roles. The following OAP factors measure the work itself:

- 806 - Job Desirability (Need For Enrichment)
- 810 - Job Performance Goals
- 812 - Task Characteristics

813 - Task Autonomy

814 - Work Repetition

816 - Desired Repetitive/Easy Tasks

823 - Job Related Training

Job Influences (not a statistical factor)

C. Job Enrichment. Measures the degree to which the job itself is interesting, meaningful, challenging, and responsible. The following OAP factors measure job enrichment:

- 800 - Skill Variety
- 801 - Task Identity
- 802 - Task Significance
- 804 - Job Feedback
- 806 - Need For Enrichment Index (Job Desires)
- 807 - Job Motivation Index
- 808 - OJI Total Score
- 809 - Job Motivation Index - Additive
- 825 - Motivation Potential Score

Work Group Process. The work group process assesses the pattern of activity and interaction among the group members. The following OAP factors measure leadership and the work group process:

- 805 - Performance Barriers/Blockages (Work Support)
- 818 - Management and Supervision
- 819 - Supervisory Communications Climate
- 820 - Organizational Communications Climate
- Work Interferences (not a statistical factor)
- Supervisory Assistance (not a statistical factor)

Work Group Output. Measures task performance, group development, and effects on group members. Assesses the quantity and quality of task performance and alteration of the group's relation to the environment. Assesses changes in positions and role patterns, and in the development of norms. Assesses changes on skills and attitudes, and effects on adjustment. The following OAP factors measure the work group output:

- 811 - Pride
- 817 - Advancement/Recognition
- 901 - Work Group Effectiveness (Perceived Productivity)
- 822 - Job Related Satisfaction
- 824 - General Organizational Climate

Section 1

DEFINITIONS OF OAP FACTORS

(STATISTICAL FACTORS)

800 Skill Variety: Measures the degree to which a job requires a variety of different tasks or activities in carrying out the work, which involve the use of a number of different skills and talents of the worker. A key is that the skills required are valued by the worker.

801 Task Identity: Measures the degree to which the job requires completion of a "whole" and identifiable piece of work from beginning to end.

802 Task Significance: Measures the degree to which the job has a substantial impact on the lives or work of others; the importance of the job.

803 (Not Used)

804 Job Feedback: Measures the degree to which carrying out the work activities required by the job results in the worker obtaining clear and direct information about job outcomes or information on good and poor performance.

805 Performance Barriers/Breakages (Work Support): Measures the degree to which work performance is hindered by additional duties, details, inadequate tools, equipment, or work space.

806 Need for Enrichment Index (Job Desires): Refers to the job related characteristics (autonomy, personal growth, use of skills, etc.) that the individual would like in a job.

807 Job Motivation Index: A composite index derived from the job characteristics that reflects the overall "motivational aspects" of a job; the degree to which a job prompts high internal work motivation on the part of job incumbents.

808 QM Total Score: A composite index derived from the job characteristics that reflects one's perception of motivation provided by the job itself as opposed to motivation provided by others. This factor is similar to the other job motivation factors, but it employs a slightly different theory in arriving at the results.

809 Job Motivation Index - Additive: This factor employs a variation of theory used by the other job motivation factors.

810 Job Performance Goals: Measures the degree to which job performance goals are clear, specific, realistic, understandable, and challenging.

811 Pride: Measures the pride in one's work.

812 Task Characteristics: A combination of skill variety, task identity, task significance, and job feedback designed to measure several aspects of one's job.

813 Task Autonomy: Measures the degree to which the job provides freedom to do the work as one sees fit; discretion in scheduling, decision-making, and means for accomplishing a job.

814 Work Repetition: Measures the extent to which one performs the same tasks or faces the same type of problems in his or her job on a regular basis.

816 Desired Repetitive Easy Tasks: Measures the extent to which one desires his or her job to involve repetitive tasks or tasks that are easy to accomplish.

817 Advancement/Recognition: Measures one's awareness of advancement and recognition, and feelings of being prepared (i.e., learning new skills for promotion).

818 Management and Supervision: Measures the degree to which the worker has high performance standards and good work procedures. Measures support and guidance received, and the overall quality of supervision.

819 Supervisory Communications Climate: Measures the degree to which the worker perceives that there is good rapport with supervisors; that there is a good working environment; that innovation for task improvement is encouraged, and that rewards are based upon performance.

820 Organizational Communications Climate: Measures the degree to which the worker perceives that there is an open communications environment in the organization, and that adequate information is provided to accomplish the job.

821 Work Group Effectiveness (Perceived Productivity): Measures one's view of the quantity, quality and efficiency of work generated by his or her work group.

822 Job Related Satisfaction: Measures the degree to which the worker is generally satisfied with factors surrounding the job.

823 Job Related Training: Measures the extent to which one is satisfied with on-the-job and technical training received.

824 General Organizational Climate: Measures the individual's perception of his or her organizational environment as a whole (i.e., spirit of team work, communications, organizational pride, etc.).

825 Motivation Potential Score: This factor employs a variation of theory used by the other job motivation factors. It ranges between 0 and 343 with 109 being the Air Force average. Low scores indicate a poorly motivating job.

(NON-STATISTICAL FACTORS)

Job Influences: Refers to worker's feelings of accountability to his or her supervisor, and standards of performance.

Work Interferences: Identifies things which impede an individual's job performance.

Supervisory Assistance: Measures the extent to which a supervisor helps the subordinate.

Section 2

OAP DEMOGRAPHIC ITEMS

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT	VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
-	-	Supervisor's Code	006	4	Total months in present position:
-	-	Work Group Code			1. Less than 1 month, less than 6 months 2. More than 1 month, less than 6 months 3. More than 6 months, less than 12 months 4. More than 12 months, less than 18 months 5. More than 18 months, less than 24 months 6. More than 24 months, less than 36 months 7. More than 36 months
-	-	Sex			
-	-	Your age is			
-	-	You are (officer, enlisted, GS, etc.)	007	5	Your Ethnic Group is:
-	-	Year pay grade is			1. American Indian or Alaskan Native 2. Asian or Pacific Islander 3. Black, not of Hispanic Origin 4. Hispanic 5. White, not of Hispanic Origin 6. Other
-	-	Primary AFSC	008	11	Which of the following "best" describes your marital status?
-	-	Duty AFSC			0. Not married. 1. Married: Spouse is a civilian employed outside home. 2. Married: Spouse is a civilian employed outside home - geographically separated. 3. Married: Spouse not employed outside home. 4. Married: Spouse not employed outside home - geographically separated. 5. Married: Spouse is a military member. 6. Married: Spouse is a military member - geographically separated. 7. Single parent.
-	-	(Note: The above items are contained on the response sheet.)			
001	-	(Not Used)			
002	-	(Not Used)			
003	1	Total years in the Air Force:			
-	-				1. Less than 1 year, less than 2 years 2. More than 1 year, less than 2 years 3. More than 2 years, less than 3 years 4. More than 3 years, less than 4 years 5. More than 4 years, less than 6 years 6. More than 6 years, less than 8 years 7. More than 8 years, less than 12 years 7. More than 12 years
-	-	Total months in present career field:			
-	-				1. Less than 1 month 2. More than 1 month, less than 6 months 3. More than 6 months, less than 12 months 4. More than 12 months, less than 18 months 5. More than 18 months, less than 24 months 6. More than 24 months, less than 36 months 7. More than 36 months
004	2	Total months at this station:			
-	-				1. Less than 1 month 2. More than 1 month, less than 6 months 3. More than 6 months, less than 12 months 4. More than 12 months, less than 18 months 5. More than 18 months, less than 24 months 6. More than 24 months, less than 36 months 7. More than 36 months
005	3	Total months at this station:	009	6	Your highest education level obtained is:
-	-				1. Non-high school graduate 2. High school graduate or GED 3. Less than two years college 4. Two years or more college 5. Bachelor's Degree 6. Master's Degree 7. Doctoral Degree

NOTE: Variable 008; statement 11, was added to the OAP on 19 Jan. 80 and replaced variable 014 which appears on page 3. Although no longer used, variable 014 is still shown because data collected from about 25,000 samples for this variable remains in the data base.

Section 2 (Continued)

OAP DEMOGRAPHIC ITEMS

VARIABLE NUMBER	STATEMENT NUMBER	VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
010	7			Highest level of professional military education (residence or correspondence):
		0.	None or not applicable	
		1.	NCO Orientation Course or USAF Supervisor Course (NCO Phase 1 or 2)	
		2.	NCO Leadership School (NCO Phase 3)	
		3.	NCO Academy (NCO Phase 4)	
		4.	Senior NCO Academy (NCO Phase 5)	
		5.	Squadron Officer School	
		6.	Intermediate Service School (i.e., ACSC, AFSC)	
		7.	Senior Service School (i.e., AMC, ICAF, NAC)	
011	8			How many people do you directly supervise?
		1.	None	5. 4 to 5
		2.	1	6. 6 to 8
		3.	2	7. 9 or more
		4.	3	
012	9			For how many people do you write performance reports?
		1.	None	5. 4 to 5
		2.	1	6. 6 to 8
		3.	2	7. 9 or more
		4.	3	
013	10			Does your supervisor actually write your performance reports?
		1.	Yes	2. No 3. Not Sure
014	11			Your work requires you to work primarily:
		1.	Alone	
		2.	With one or two people	
		3.	As a small work group (3-5 people)	
		4.	As a large work group (6 or more people)	
		5.	Other	
				What is your usual work schedule?
	015	12		1. Day shift, normally stable hours 2. Swing shift (about 1600-2000) 3. Mid shift (about 2000-0800) 4. Rotating shift schedule 5. Day or shift work with irregular/unstable hours 6. Frequent TDY/travel or frequently on-call to report to work 7. Crew schedule
				How often does your supervisor hold group meetings?
	016	13		1. Never 4. Weekly 2. Occasionally 5. Daily 3. Monthly 6. Continuously
				How often are group meetings used to solve problems and establish goals?
				1. Never 3. About half the time 2. Occasionally 4. All of the time
		018	15	What is your aeronautical rating and current status?
				1. Honrated, not on aircrew 2. Honrated, now on aircrew 3. Rated, in crew/operations job 4. Rated, in support job
				Which of the following best describes your career or employment intentions?
				1. Planning to retire in the next 12 months 2. Will continue in/with the Air Force as a career 3. Will most likely continue in/with the Air Force force 4. May continue in/with the Air Force 5. Will most likely not make the Air Force a career 6. Will separate/terminate from the Air Force as soon as possible

Section 3

WORK ITSELF

FACTOR 805 - JOB ENRICHMENT (NEED FOR ENRICHMENT INDEX): Has to do with job related characteristics (payomen, personal growth, use of skills, etc.) that the individual would like in a job.

FACTOR 806 - JOB PERFORMANCE GOALS: Measures the extent to which job per-

formance goals are clear, specific, realistic, understandable, and challeng-

ing.

FACTOR 812 - TASK CHARACTERISTICS: A combination of skill variety, task identity, task significance, and job feedback designed to measure several aspects of one's job.

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT	VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
200	51	(In my job, I would like to have the characteristics described--from "not at all" to "an extremely large amount")	201	17	To what extent does your job require you to do many different things, using a variety of your talents and skills?
200	52	Opportunities to have independence in my work.	202	18	To what extent does your job involve doing a whole task or unit of work?
200	53	A job that is meaningful.	203	19	To what extent is your job significant, in that it affects others in some important way?
200	54	The opportunity for personal growth in my job.	272	22	To what extent are you able to determine how well you are doing your job without feedback from anyone else?
200	55	Opportunities in my work to use my skills.	209	26	To what extent does your job provide the chance to know for yourself when you do a good job, and to be responsible for your own work?
200	56	Opportunities to perform a variety of tasks.	210	27	To what extent does doing your job well affect a lot of people?
217	34	To what extent do you know exactly what is expected of you in performing your job?	211	28	To what extent does your job provide you with a chance to finish completely the piece of work you have begun?
218	35	To what extent are your job performance goals difficult to accomplish?	212	29	To what extent does your job require you to use a number of complex skills?
273	36	To what extent are your job performance goals clear?	274	37	To what extent are your job performance goals specific?
221	38	To what extent are your job performance goals realistic?			

Section 3 (Continued)
WORK ITSELF

FACTOR 813 - TASK AUTONOMY: Measures the degree to which the job provides freedom to do the work as one sees fit; discretion in scheduling, decision making, and means for accomplishing a job.

variable number	statement number	statement
270	20	To what extent does your job provide a great deal of freedom and independence in scheduling your work?
271	21	To what extent does your job provide a great deal of freedom and independence in selecting your own procedures to accomplish it?
273	30	To what extent does your job give you freedom to do your work as you see fit?
214	31	To what extent are you allowed to make the major decisions required to perform your job well?

FACTOR 814 - WORK REGULARITY: Measures the extent to which one performs the same tasks or faces the same type of problems in his or her job on a regular basis.

variable number	statement number	statement
226	39	To what extent do you perform the same tasks repeatedly within a short period of time?
227	40	To what extent are you faced with the same type of problem on a weekly basis?

FACTOR 815 - USE OF THE JOB TO MEET REPETITIVE EASY TASKS: Measures the extent to which one accomplishes the work by doing repetitive tasks or tasks that are easy to accomplish.

variable number	statement number	statement
256	56	A job in which tasks are repetitive.
258	57	A job in which tasks are relatively easy to accomplish.

Section 4

JOB ENRICHMENT

FACTOR 800 - SKILL VARIETY: Measures the degree to which a job requires a variety of different tasks or activities in carrying out the work; involves the use of a number of different skills and talents of the worker; skills required are valued by the worker.

VARIABLE NUMBER **STATEMENT NUMBER** **STATEMENT**

- | | | |
|-----|----|---|
| 201 | 17 | To what extent does your job require you to do many different things, using a variety of your talents and skills? |
| 222 | 29 | To what extent does your job require you to use a number of complex skills? |

FACTOR 801 - TASK IDENTITY: Measures the degree to which the job requires a single task or unit of work.

VARIABLE NUMBER **STATEMENT NUMBER** **STATEMENT**

- | | | |
|-----|----|---|
| 202 | 18 | To what extent does your job involve doing a <u>whole task or unit of work?</u> |
| 211 | 28 | To what extent does your job provide you with a chance to finish completely the piece of work you have begun? |

FACTOR 802 - TASK SIGNIFICANCE: Measures the degree to which the job has a significant impact on the lives or work of others; the importance of the job.

VARIABLE NUMBER **STATEMENT NUMBER** **STATEMENT**

- | | | |
|-----|----|--|
| 203 | 19 | To what extent is your job significant, in that it affects others in some important way? |
| 210 | 27 | To what extent does doing your job well affect a lot of people? |

FACTOR 804 - JOB FEEDBACK: Measures the degree to which carrying out the work activities required by the job results in the worker obtaining clear and direct information about job outcomes or information on good and poor performance.

VARIABLE NUMBER **STATEMENT NUMBER** **STATEMENT**

- | | | |
|-----|----|---|
| 272 | 22 | To what extent are you able to determine how well you are doing your job without feedback from anyone else? |
| 209 | 26 | To what extent does your job provide the chance to know for yourself when you do a good job, and to be responsible for your own work? |

FACTOR 806 - NEED FOR ENRICHMENT INDEX (JOB DESIRE): Has to do with job related characteristics (autonomy, personal growth, use of skills, etc.) that the individual would like in a job.

VARIABLE NUMBER **STATEMENT NUMBER** **STATEMENT**

- | | | |
|-----|----|--|
| 249 | 51 | Opportunities to have independence in my work. |
| 250 | 52 | A job that is meaningful. |
| 251 | 53 | The opportunity for personal growth in my job. |
| 252 | 54 | Opportunities in my work to use my skills. |
| 253 | 55 | Opportunities to perform a variety of tasks. |

Section 4 (Continued)

JOB ENRICHMENT

FACTOR 807 - JOB MOTIVATION INDEX: A composite index derived from the six job characteristics that reflects the overall "motivating potential" of a job, the degree to which a job will prompt high internal work motivation on the part of job incumbents.

8111	Variety
801	Task Identity
802	Task Significance
804	Job Feedback
805	Work Support
813	Task Autonomy

Example: $(800+801+802+803)/4) \cdot (813) \cdot (804)$

FACTOR 808 - Q1 TOTAL SCORE: Assesses one's perception of motivation provided by his or her job. This factor is a variation of theory employed by other job activation factors. Score is computed using the variables in the following formula:

$$(8201 \cdot V202 + V203 \cdot V270 + V271 + V272 \\ + V206 + V207 + V208 + V209 + V210 \\ + V211 + V212 + V213)$$

FACTOR 809 - JOB MOTIVATION INDEX - ADDITIVE: This factor is a variation of theory employed by other job motivation factors. Index is computed using the following factors:

800	Sk111 Variety
801	Task Identity
802	Task Significance
804	Work Repetition
805	Work Support
813	Task Autonomy

Formula: $((800+801+802+803)/4) \cdot (813) \cdot (804)$

FACTOR 825 - MOTIVATION POTENTIAL SCORE: This factor is another variation of theory employed by other job motivation factors. It ranges between 0 and 343 with 199 being the Air Force average. Low scores indicate a poorly motivating job. Score is computed using the following factors:

800	Sk111 Variety
801	Task Identity
802	Task Significance
804	Job Feedback
813	Task Autonomy

Formula: $(800+801+802)/3) \cdot (813) \cdot (804)$

Section 5

WORK GROUP PROCESS

FACTOR 805 - PERFORMANCE BARRIERS/BLOCKAGES (WORK SUPPORT): Measures the degree to which work performance is hindered by additional duties, details, inadequate tools, equipment, or work space.

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
205	23	To what extent do <u>additional duties interfere with the performance of your primary job?</u>
207	24	To what extent do you have adequate tools and equipment to accomplish your job?
208	25	To what extent is the amount of work space provided adequate?

Female (8-205+207+208)/3

20

FACTOR 806 - MANAGEMENT AND SUPERVISION: Measures the degree to which the supervisor sets high performance standards and good work procedures. Measures support and guidance received, and the overall quality of supervision.

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
404	58	My supervisor is a good planner.
405	59	My supervisor sets high performance standards.
410	60	My supervisor encourages teamwork.
411	61	My supervisor represents the group at all times.
412	62	My supervisor establishes good work procedures.
413	63	My supervisor has made his responsibilities clear to the group.
445	64	My supervisor fully explains procedures to each group member.
418	65	My supervisor performs well under pressure.

Female (8-404+405+410+411+412+413+445+418)/8

20

FACTOR - WORK INTERFERENCES (NOT A STATISTICAL FACTOR): Identifies things which impede an individual's job performance.

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
206	23	To what extent do you have the necessary supplies to accomplish your job?
207	24	To what extent do details (task not covered by primary or additional duty descriptions) interfere with the performance of your primary job?
208	25	To what extent does a bottleneck in your organization seriously affect the flow of work either to or from your group?

FACTOR 819 - SUPERVISORY COMMUNICATIONS CLIMATE: Measures the degree to which the worker perceives that there is good rapport with supervisors; that there is a good working environment; that innovation for task improvement is encouraged, and that rewards are based upon performance.

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
426	67	My supervisor asks members for their ideas on task improvements.
428	68	My supervisor explains how my job contributes to the overall mission.
431	69	My supervisor helps me set specific goals.
433	70	My supervisor lets me know when I am doing a good job.
435	72	My supervisor always helps me improve my performance.
436	73	My supervisor insures that I get job related training when needed.
437	74	My job performance has improved due to feedback I received from my supervisor.
442	76	My supervisor frequently gives me feedback on how well I am doing my job.

Section 5 (Continued)
WORK GROUP PROCESS

FACTOR #50 - ORGANIZATIONAL COMMUNICATIONS CLIMATE: Measures the degree to which the worker perceives that there is an open communications environment in the organization, and that adequate information is provided to accomplish the job.

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT	VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
309	82	Ideas developed by my work group are readily accepted by management personnel above my supervisor.	424	66	My supervisor takes time to help me when needed.
310	83	My organization provides all the necessary information for me to do my job effectively.	434	71	My supervisor lets me know when I am doing a poor job.
311	84	My organization provides adequate information to my work group.	439	75	When I need technical advice, I usually go to my supervisor.
312	85	My work group is usually aware of important events and situations.			
313	86	My complaints are aired satisfactorily.			
314	87	The information in my organization is widely shared so that those needing it have it available.			
315	88	My organization has clear-cut goals.			
316	89	The goals of my organization are reasonable.			
317	90	My organization provides accurate information to my work group.			

Section 6

WORK GROUP OUTPUT

FACTOR 611 - PRIDE: Measures the pride in one's work.

- 215 32 To what extent are you proud of your job?
- 275 46 To what extent does your work give you a feeling of pride?

FACTOR 621 - WORK GROUP EFFECTIVENESS (PERCEIVED PRODUCTIVITY): Measures one's view of the quantity, quality, and efficiency of work generated by his or her work group.

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
	259	To what extent of output of your work group is very high?
	260	The quality of output of your work group is very high.
	261	When high priority work arises, such as short suspenses, crash programs, and schedule changes, the people in my work group do an outstanding job in handling these situations.
	264	Your work group always gets maximum output from available resources (e.g., personnel and material).
	265	Your work group's performance in comparison to similar work groups is very high.
234	41	To what extent are you aware of promotion/advancement opportunities that affect you?
239	43	To what extent do you have the opportunity to progress up your career ladder?
260	44	To what extent are you being prepared to accept increased responsibility?
261	45	To what extent do people who perform well receive recognition?
276	47	To what extent do you have the opportunity to learn skills which will improve your promotion potential?

Section 6 (Continued)
WORK GROUP OUTPUT

FACTOR 622 - JOB RELATED SATISFACTION: Measures the degree to which the worker is generally satisfied with factors surrounding the job.

FACTOR 624 - GENERAL ORGANIZATIONAL CLIMATE: Measures the individual's perception of his or her organization's environment as a whole (i.e. spirit of team work, communications, organizational pride, etc.).

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT	VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
705	101	<u>Feeling of Helpfulness</u> The chance to help people and improve their welfare through the performance of my job. The importance of my job performance to the welfare of others.	305	87	My organization is very interested in the attitudes of the group members toward their jobs.
706	102	<u>Co-worker Relationships</u> <u>by amount of effort</u> compared to the effort of my co-workers, the extent to which my co-workers share the load, and the spirit of teamwork which exists among my co-workers.	306	88	My organization has a very strong interest in the welfare of its people.
707	103	<u>Family Attitude Toward Job</u> The recognition and the pride my family has in the work I do.	307	89	I am very proud to work for this organization.
711	105	<u>Work Schedule</u> <u>by type</u> : Flexibility and regularity of work schedule; the number of hours I work per week.	308	90	I feel responsible to my organization in accomplishing its mission.
712	107	<u>Job Security</u>	310	92	Personnel in my unit are recognized for outstanding performance.
713	108	<u>Acquired Valuable Skills</u> The chance to acquire valuable skills in my job which prepare me for future opportunities.	311	93	I am usually given the opportunity to show or demonstrate my work to others.
714	109	<u>My Job as a Whole</u>	312	94	There is a high spirit of teamwork among my co-workers.
			313	95	There is outstanding cooperation between work groups of my organization.
			315	97	I feel motivated to contribute my best efforts to the mission of my organization.
			316	98	My organization rewards individuals based on performance.

Section 7
OAP VARIABLES

variable number	factor	statement number	statement	variable number	factor	statement number	statement
201	800/812	17	To what extent does your job require you to do many different things, using a variety of your talents and skills?	215	811	32	To what extent are you proud of your job?
202	801/812	18	To what extent does your job involve doing a <u>whole</u> task or unit of work?	216	(Not Used)	33	To what extent do you feel accountable to your supervisor in accomplishing your job?
203	802/812	19	To what extent is your job significant, in that it affects others in some important way?	217	810	34	To what extent do you know exactly what is expected of you in performing your job?
204	-	-	(Not Used)	218	810	35	To what extent are your job performance goals difficult to accomplish?
205	-	-	(Not Used)	219	-	-	(Not Used)
206	-	-	(Not Used)	220	-	-	(Not Used)
207	805	23	To what extent do <u>additional</u> duties interfere with the <u>performance</u> of your primary job?	221	810	36	To what extent are your job performance goals realistic?
208	805	24	To what extent do you have adequate tools and equipment to accomplish your job?	222	-	-	(Not Used)
209	805	25	To what extent is the amount of work space provided adequate?	223	-	-	(Not Used)
210	800/812	26	To what extent does your job provide the chance to know for yourself when you do a good job, and to be responsible for your own work?	224	-	-	(Not Used)
211	801/812	27	To what extent does doing your job well affect a lot of people?	225	-	-	(Not Used)
212	800/812	28	To what extent does your job provide you with a chance to finish completely the piece of work you have begun?	226	-	-	(Not Used)
213	813	29	To what extent does your job require you to use a number of complex skills?	227	814	39	To what extent do you perform the same tasks repeatedly within a short period of time?
214	813	30	To what extent does your job give you freedom to do your work as you see fit?	228	-	-	To what extent are you faced with the same type of problem on a weekly basis?
		31	To what extent are you allowed to make the major decisions required to perform your job well?	229	-	-	(Not Used)
				230	-	-	(Not Used)
				231	-	-	(Not Used)
				232	-	-	(Not Used)
				233	-	-	(Not Used)

Note: This variable is an element of "job influences" (not a statistical factor).

Section 7 (Continued)
OAP VARIABLES

VARIABLE NUMBER	FACTOR	STATEMENT NUMBER	STATEMENT	VARIABLE NUMBER	FACTOR	STATEMENT NUMBER	STATEMENT
224	817	41	To what extent are you aware of promotion/advancement opportunities that affect you?	251	806	53	The opportunity for personal growth in my job
235	-	-	(Not Used)	252	806	54	Opportunities in my work to use my skills
236	-	-	(Not Used)	253	806	55	Opportunities to perform a variety of tasks
237	-	-	(Not Used)	254	-	-	A job in which tasks are repetitive.
238	(Note)	42	To what extent do co-workers in your work group maintain high standards of performance?	255	816	56	(Not Used)
239	-	-	(Not Used)	256	-	-	(Not Used)
240	-	-	(Not Used)	257	-	-	A job in which tasks are relatively easy to accomplish.
241	-	-	(Not Used)	258	816	57	The quantity of output of your work group is very high
242	812	43	To what extent do you have the opportunity to progress up your career ladder?	259	821	77	The quality of output of your work group is very high
243	-	-	(Not Used)	260	821	78	When high priority work arises, such as short suspensions, crash programs, and schedule changes, the people in my work group do an outstanding job in handling these situations
244	817	44	To what extent are you being prepared to accept increased responsibility?	261	821	79	(Not Used)
245	-	-	(Not Used)	262	-	-	(Not Used)
246	817	45	To what extent do people who perform well receive recognition?	263	-	-	(Not Used)
247	-	-	(Not Used)	264	821	80	Your work group always gets maximum output from available resources (e.g., personnel and material)
248	-	-	(Not Used)	265	821	81	Your work group's performance in comparison to similar work groups is very high
				266	-	-	(Not Used)
				267	-	-	(Not Used)

Note: This variable is an element of "job influences" (not a statistical factor).

Many jobs I would like to have the characteristics described--from "not at all" to "an extremely large amount".

Section 7 (Continued)
OAP VARIABLES

VARIABLE NUMBER	FACTOR	STATEMENT NUMBER	STATEMENT	VARIABLE NUMBER	FACTOR	STATEMENT NUMBER	STATEMENT
268	-	-	(Not Used)	300	820	82	Ideas developed by my work group are readily accepted by management personnel above my supervisor.
269	-	-	(Not Used)	301	820	83	My organization provides all the necessary information for me to do my job effectively.
270	813	20	To what extent does your job provide a great deal of freedom and independence in scheduling your work?	302	820	84	My organization provides adequate information to my work group.
271	813	21	To what extent does your job provide a great deal of freedom and independence in selecting your own procedures to accomplish it?	303	820	85	My work group is usually aware of important events and situations.
272	804/812	22	To what extent are you able to determine how well you are doing your job without feedback from anyone else?	304	820	86	My complaints are aired satisfactorily.
273	810	36	To what extent are your job performance goals clear?	305	824	87	My organization is very interested in the attitudes of the group members toward their jobs.
35	210	37	To what extent are your job performance goals specific?	306	824	88	My organization has a very strong interest in the welfare of its people.
275	811	46	To what extent does your work give you a feeling of pride?	307	824	89	I am very proud to work for this organization.
276	817	47	To what extent do you have the opportunity to learn skills which will improve your promotion potential?	308	824	90	I feel responsible to my organization in accomplishing its mission.
277	(Note)	48	To what extent do you have the necessary supplies to accomplish your job?	309	820	91	The information in my organization is widely shared so that those needing it have it available.
278	(Note)	49	To what extent do details (task not covered by primary or additional duty descriptions) interfere with the performance of your primary job?	310	824	92	Personnel in my unit are recognized for outstanding performance.
279	(Note)	50	To what extent does a bottleneck in your organization seriously affect the flow of work either to or from your group?	311	924	93	I am usually given the opportunity to show or demonstrate my work to others.
280 thru 299	-	-	(Not Used)	312	824	94	There is a high spirit of teamwork among my co-workers.
				313	824	95	There is outstanding cooperation between work groups of my organization.

Note: These variables are elements of "work interferences" (not a statistical factor).

Section 7 (Continued)
OAP VARIABLES

VARIABLE NUMBER	FACTOR	STATEMENT NUMBER	STATEMENT	VARIABLE NUMBER	FACTOR	STATEMENT NUMBER	STATEMENT
314	800	96	My organization has clear-cut goals.	413	818	63	My supervisor has made his responsibilities clearer to the group.
315	824	97	I feel motivated to contribute my best efforts to the mission of my organization.	414	-	-	(Not Used)
316	824	98	My organization rewards individuals based on performance.	415	-	-	(Not Used)
317	820	99	The goals of my organization are responsible.	416	818	65	My supervisor performs well under pressure.
318 thru 399	-	-	(Not Used)	417	-	-	(Not Used)
400	-	-	(Not Used)	418	-	-	(Not Used)
401	-	-	(Not Used)	419	-	-	(Not Used)
402	-	-	(Not Used)	420	-	-	(Not Used)
403	-	-	(Not Used)	421	-	-	(Not Used)
404	-	-	(Not Used)	422	-	-	(Not Used)
405	-	-	(Not Used)	423	-	-	(Not Used)
406	-	-	(Not Used)	424	(Note)	66	My supervisor takes time to help me when needed.
407	-	-	(Not Used)	425	-	-	(Not Used)
408	-	-	(Not Used)	426	819	67	My supervisor asks members for their ideas on task improvements.
409	-	-	(Not Used)	427	-	-	(Not Used)
410	-	-	(Not Used)	428	819	68	My supervisor explains how my job contributes to the overall mission.
411	818	60	My supervisor encourages teamwork.	429	-	-	(Not Used)
411	818	61	My supervisor represents the group at all times.	430	-	-	(Not Used)
412	818	62	My supervisor establishes good work procedures.	431	819	69	My supervisor helps me set specific goals.
				432	-	-	(Not Used)

Note: This variable is an element of "supervisory assistance" (not a statistical factor).

Section 7 (Continued)
OAP VARIABLES

VARIABLE NUMBER	FACTOR	STATEMENT NUMBER	STATEMENT	STATEMENT NUMBER	FACTOR	STATEMENT NUMBER	STATEMENT
433	819	70	My supervisor lets me know when I am doing a good job.	707	-	-	(Not Used)
434	(Note)	71	My supervisor lets me know when I am doing a poor job.	708	-	-	(Not Used)
435	819	72	My supervisor always helps me improve my performance.	709	822	102	<u>Co-worker Relationships</u> The amount of effort compared to the effort of my co-workers, the extent to which my co-workers share the load, and the spirit of teamwork which exists among my co-workers.
436	819	73	My supervisor insures that I get job related training when needed.	710	822	103	<u>Family Attitude Toward Job</u> The recognition and the pride my family has in the work I do.
437	819	74	My job performance has improved due to feedback received from my supervisor.	711	823	104	<u>On-the-Job Training (OJT)</u> The OJT instructional methods and instructors' competence.
438	-	-	(Not Used)	712	823	105	<u>Technical Training (Other than OJT)</u> The technical training I have received to perform my current job.
439	(Note)	75	When I need technical advice, I usually go to my supervisor.	713	-	-	(Not Used)
440	-	-	(Not Used)	714	-	-	(Not Used)
441	-	-	(Not Used)	715	-	-	(Not Used)
442	819	76	My supervisor frequently gives me feedback on how well I am doing my job.	716	-	-	(Not Used)
443	-	-	(Not Used)	717	822	106	<u>Work Schedule</u> My work schedule; flexibility and regularity of my work schedule; the number of hours I work per week.
444	-	-	(Not Used)	718	822	107	<u>Job Security</u>
445	818	64	My supervisor fully explains procedures to each group member.	719	822	108	<u>Acquired Valuable Skills</u> The chance to acquire valuable skills in my job which prepare me for future opportunities.
446 thru 699	-	-	(Not Used)	720	-	-	(Not Used)
700	-	-	(Not Used)	721	-	-	(Not Used)
701	-	-	(Not Used)	722	-	-	(Not Used)
702	-	-	(Not Used)	723	822	109	<u>My Job as a Whole</u>
703	-	-	(Not Used)	724 thru 999	-	-	(Not Used)
704	-	-	(Not Used)				
705	822	101	<u>Feeling of Helpfulness</u> The chance to help people and improve their welfare through the performance of my job. The importance of my job performance to the welfare of others.				
			(Not Used)				

Note: These variables are elements of "supervisory assistance" (not a statistical factor).

